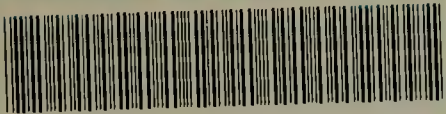


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A GUIDE TO COMMUNITY PARTNERSHIPS FOR CHILDREN

A resource for program development and ongoing
implementation of early care and education programs



August, 1998



The Commonwealth of Massachusetts

Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 • (781) 388-3300

David P. Driscoll
Commissioner of Education (Interim)

August 1998

Dear Colleague:

The purpose of *A Guide to Community Partnerships for Children* is to provide technical assistance information on starting and running a Community Partnerships program. The program is designed to be flexible so that different communities throughout the Commonwealth can build on their services for young children and families and design the program to fit the character of their communities. Program staff, Council members and people interested in starting a program ask for guidance about a number of common topics. This guide compiles the ideas and experience of many contributors to the Community Partnerships program and provides assistance on these topics. I encourage you to make copies of this guide for members of your Council and other people involved in implementing the program.

The information in this guide covers a number of topics for programs in various stages of development. The introduction and section on forming a Community Partnerships Council will be of immediate interest to those involved in the initial organization and planning for the program. Other sections, such as the one on implementing the state sliding fee scale or on administering the grant and subcontracting, may be of more interest to those in the implementation stage of the program.

Please note that we have revised some sections from last year's guide as well as added new sections. The reason for these changes is clear: with the growth in funding for early childhood programs, there is a demonstrated need for increased program and fiscal accountability. Therefore, the sections on responsibilities of lead agencies (Chapter I) and responsibilities of Councils (Chapter II) have clarifying information. The Needs Assessment section (Chapter IV) has been revised to conform with the new RFP requirements. Additionally, a new chapter, Guidelines for Capital Expenditures (Chapter V), and a new section on Establishing Rates (Chapter VI) have been added to assist with program management and development.

We hope that this guide will be helpful in developing your Community Partnerships for Children program. If you should have further questions about any of these topics or about other aspects of the program, please call Early Learning Services at (781) 388-3300, Ext. 357, and ask to speak to the Early Learning liaison for your community.

Thank you for the work you do to strengthen the opportunities for early learning in Massachusetts.

Sincerely,

A handwritten signature in black ink, appearing to read "David P. Driscoll".

David P. Driscoll
Commissioner of Education (Interim)

TABLE OF CONTENTS

I.	Introduction: Creating Community Partnerships for Children	1
	History of the Program	
	Program Objectives and Strategies for Meeting Them	
	CPC Philosophy and the Lead Agency	
II.	Forming the Community Partnerships Council	11
	Establishing Council Leadership	
	Organizing a Council	
	Working with Existing Councils or Coalitions	
	Roles and Responsibilities of the Community Partnerships Council	
	Size and Membership of the Council	
III.	Working with Child Care Resource and Referral Agencies	19
	An Overview of Services Available	
	Examples of Ways Selected Communities work with CCR&Rs	
	Child Care Resource and Referral Agencies in Massachusetts	
	Office of Child Care Services Central and Regional Offices	
IV.	Understanding Resources and Meeting Needs: Conducting a Needs Assessment of Your Community	25
	The Role of a Community Needs Assessment	
	Rationale for a Standardized Needs Assessment	
	Impact of a Standardized Needs Assessment for New and Existing Programs	
	Chart A: Demographics Summary (worksheet)	
	Chart B: Summary of Existing Early Care/Education Programs/Services (worksheet)	
V.	Guidelines for Capital Expenditures	31
	Capital Expenditures Criteria	
	Program Eligibility Criteria	
	Allocating Capital Funds in Large Cities	
VI.	Implementing the Sliding Fee Scale	35
	Program Eligibility Guidelines	
	Financial Eligibility Guidelines	
	Policy Guidelines (includes new section on Child Care Rates)	
	Bookkeeping Guidelines	
	Worksheet for Estimating Income from Parent Sliding Fees	
	Commonwealth of Massachusetts Sliding Fee Scale	
	Yearly State Median Income by Family Size	
	Community Partnerships Early Care and Education Fee Agreement (sample)	
VII.	Ensuring Quality: Accreditation and Credentials	49
	NAECP Accreditation	
	NAECP Accreditation Process: Recommended Timelines	
	Child Development Associate (CDA) Credential	
VIII.	Administering the Grant and Developing Subcontracts	57
	Accountability	
	Amendments	
	Subcontracts	
	Sample Subcontract	
	References	65
	Appendix A: Legislation	
	Appendix B: Definitions	

I. INTRODUCTION: CREATING PARTNERSHIPS FOR CHILDREN

The goal of the Education Reform Act of 1993 for early childhood is to increase the availability and affordability of high-quality early care and education programs for all three and four year old children in the Commonwealth. To help achieve this goal, the Community Partnerships for Children (CPC) program is designed to build a collaborative system of early childhood programs and comprehensive services within a community or group of communities. The legislation pertaining to the program is contained in Appendix A.

The name of this program, *Community Partnerships for Children*, implies that responsibility for the care and education of young children extends beyond the immediate family and beyond any one agency. The providers of early childhood programs, related comprehensive and family support services, and other resources differ from one community to another, depending on the size and location of the community. The program name conveys an expectation that a coalition of programs, service agencies, businesses and families will work together to develop a cohesive system of early care and education for all children and families in the community. Clarification of the terms used here and throughout this guide may be found in Appendix B: Definitions.

History of the Program

The Community Partnerships for Children program grew out of the Chapter 188 early childhood program initiated by the School Improvement Acts of 1985. Programs developed under Chapter 188 were primarily public school preschool programs that served young children at risk and included young children with disabilities. Enhanced kindergarten services were also provided. The program required a local advisory council that included other early care and education providers, parents and child care resource and referral agency representation. To further the goal of developing a statewide system of early care and education and to administer new funds provided by the FY 1993 state budget, the program was revised and renamed. The priorities were changed to focus exclusively on preschool, more collaboration was required of the Council and in the provision of services. Participating programs were asked to become accredited. In FY 1996, amendments to M.G.L. Chapter 15, Section 54 (Appendix B) were made that changed the eligibility criteria. Children served with any new funds were to be preschool-aged children of working families earning under 100% of state median income and use of a sliding fee scale was required. The program became the preschool component in the implementation of the Education Reform Acts of 1993. The different phases of the program are described as follows (also see graphic, Community Partnerships for Children, which outlines the three phases):

Phase I:	These programs were funded prior to FY 1993 under the name of Chapter 188. The program was meant to serve low income, at-risk preschool age children and young children with disabilities, and to enhance or extend the day of kindergarten programs. These were converted to Community Partnerships programs in FY 1994.
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Phase II: These programs received new or expansion funds in FY 1993. This was the first year that the program became known as Community Partnerships for Children. Eligible children were at risk and/or from low income families. In FY 1994, Chapter 188 programs were merged with Community Partnerships programs.

Phase III: These programs received new or expansion funds in FY 1996 through FY 1999. The eligibility for services became focused on children of working families. Previous Phase IV and Phase V will now be called Phase III/'97 and Phase III/'98.

Note: Expansion funds are considered additional funds in the fiscal year that they are awarded. Beginning in FY 1999, an existing CPC program that has continuation funds and is awarded expansion funds will operate under one amended budget.

:

COMMUNITY PARTNERSHIPS FOR CHILDREN

PHASE I

- began in FY'86
- called Chapter 188
- developed inclusive preschool classrooms and enhanced kindergartens
- mainly in public schools
- established Early Childhood Advisory Councils
- priority: low income communities



PHASE II

- began in FY'93 with new fundings
- renamed Community Partnerships for Children
- established 5 objectives for every program to meet
- eligibility: children at risk
- increased involvement of Head Start and child care
- limited to preschool-aged children
- started requiring accreditation

PHASE III

- new funding in FY'96, '97, '98 and '99
- eligibility: children of working families earning 100% of SMI
- legislation amended
- emphasis on full day/full year programs
- increased involvement of private child care and family child care
- Community Partnerships Councils became governing bodies for programs
- started requiring Child Development Associate credential for family child care

NOTE: PHASE IV AND V: These have been used to refer to new funding cycles in FY'97 and '98. This terminology was helpful because there were two-year contracts, one-year contracts and grants for the same program operating simultaneously. Henceforth, if these need to be distinguished, they will be referred to as "Phase III/97 or Phase III/98." If there is some significant programmatic change, there will be a "Phase IV."



Program Objectives

The intent and requirements of the legislation have been organized under five objectives that CPC programs address. Later sections of this guide provide additional information that will assist a Council in developing a plan that meets the objectives of the program. The five objectives are:

1. Increase the affordability and accessibility of programs for three- and four-year old children of diverse cultural, linguistic and economic backgrounds through the use of a sliding fee scale.

Highest priority for types of early care and education programs to be provided should be based on the needs of families whose incomes are below the state median income. A mix of programs (full-day, full-year, part-day, part-year, and wrap-around options) should be considered. All parents must pay fees in accordance with the Massachusetts Sliding Fee Scale. Funded programs must be willing to serve children with disabilities.

2. Enhance collaboration among families, community programs, business and other organizations concerned with children and families to develop a system of early care and education, reduce duplication of services and promote equitable services.

3. Provide comprehensive early childhood programs and services for three- and four-year old children of working families.

Comprehensive services to be provided may include nutrition, social and health services, and family involvement, education and literacy.

4. Provide early childhood programs and services that are high-quality.

All participating programs must be developmentally appropriate and must be accredited, be in the process of accreditation, or agree to become accredited by the National Academy of Early Childhood Programs (NAECP). All participating programs must meet relevant standards-- Department of Education Preschool Standards for Public Schools or Office of Child Care Services licensing standards for programs subject to licensure, including Head Start (which must also meet their own performance standards). Family child care providers must be licensed by the Office of Child Care Services and have or seek the Child Development Associate (CDA) credential or National Association of Family Child Care (NAFCC) accreditation or have at least an Associate's degree in early childhood education. There need to be procedures to verify that lead agencies and participating child care programs meet relevant standards. The Department of Education, the Office of Child Care Services and the Administration for Children and Families review proposals and programs to ensure that only programs that comply with the required standards are funded to serve children.

5. Conduct community outreach to ensure that children of families, particularly those who may be difficult to reach by traditional methods, are offered opportunities to participate in a program that meets their needs.

Meeting the Objectives

There are many ways these objectives may be met depending on the characteristics and resources of the community. A larger vision and mission for children and families may already have been developed in the community. The program can be an important component of that vision. If such a larger plan or vision does not exist, the Community Partnerships Council can start such a process and build a local network of programs that support the diverse needs of families and children.

1. Objective: Affordability and accessibility . . .

- expand existing programs or create new programs in public and private preschool/child care, Head Start and family child care;
- develop flexible-hour programs or part-day programs in different times of the day to meet the needs of parents working different shifts; and
- develop joint programs funded by Head Start, public school, and/or private child care.

2. Objective: Collaboration . . .

Successful collaborations support activities across public and private domains. The Community Partnerships Council can play a key role in developing these activities. In some communities, an important step in collaboration may be joining or developing a community council or coalition with a broad focus on programs for children and families (combining Councils for School-Linked Services, Community Connections, Massachusetts Family Network, for instance). Other activities could include developing *collaborative*:

- early care and education, family literacy and family education programs;
- outreach efforts, community-wide interagency meetings;
- training for families and staff across programs;
- sponsorship of a community-wide early childhood fair;
- advocacy efforts for all young children and families;
- projects with child care resource and referral agencies;
- interagency program evaluation;
- subcontracts with lead agencies or programs in other towns to serve children whose parents work in those towns so that children may be near their parents during the work day.

3. Objective: Comprehensive services . . .

- enhance health services, nutritional components, and social services so that they will be more consistently available across various programs;
- develop new programs or link with existing programs to address family involvement, parenting education, and family literacy (e.g., Massachusetts Family Network, Even Start).

4. Objective: Quality . . .

In addition to seeking NAECP accreditation and the CDA credential and complying with applicable regulations, additional ways of promoting quality include:

- designing staff development, training and program evaluation activities in conjunction with accreditation and the CDA credential that will lead to developmentally appropriate, inclusive programs;
- assisting participating programs to be more developmentally, culturally and linguistically appropriate through the purchase of materials and curriculum resources;
- developing or enhancing programs appropriate for children whose first language is not English;
- coordinating various resources available for staff development and training through federal, state, local and private funds and extend them to early childhood staff in various community programs. This may include coordinating professional development through the area child care resource and referral agency and/or collaborating with adjoining communities;
- developing options for family involvement that are culturally and linguistically appropriate and which will enrich the program and the families involved.

5. Objective: Outreach . . .

- work with the area child care resource and referral agency to coordinate and expand outreach;
- develop connections with ethnic organizations, community employers, the medical community, recreation groups, religious groups, and community service organizations;
- inform linguistic and cultural groups in native languages through trusted channels (spreading the word through key people in that cultural community, religious groups, etc.);
- use a variety of media (television, radio stations, newspapers, brochures in various languages).

CPC Philosophy and the Lead Agency

The development of a local early care and education system through Community Partnerships begins with expanding and enhancing existing programs and services. Children placed in programs with CPC funds should be integrated as much as possible into the existing system of early care and education programs. If new programs are created, they should be designed for children from diverse economic and cultural backgrounds and with diverse abilities and needs. Limiting program eligibility to three- and four-year old children of working families was *not* intended to result in early childhood classrooms that only serve children of low-income working parents separate from others. Community Partnerships is inclusive of children with disabilities and provides the opportunity for communities to increase the equity of services across income levels, linguistic groups, neighborhoods, etc.

Planning and implementing a new multifaceted program such as Community Partnerships through a community council or coalition is a difficult task. Many people and agencies are accustomed to focusing on the unique priorities of their organization and the children and families they serve. Although the program is administered solely through one lead agency in the community, it is vital that the community council or coalition emerges as the planning and policy-making body responsible for integrating this program into a larger vision for young children and families in the community.

To avoid any potential conflict between lead agencies and Councils, it is important to be clear about roles and responsibilities. The role of the Council is outlined in Section II of this guide. Based on the experience of successful partnerships and coalitions (Novic and Tufts University, 1997), the responsibilities of lead agencies are:

fiscal

- ensuring accurate accounting of funds provided through the grant and responding to any fiscal queries from the Department of Education;
- preparing budget updates and amendments for approval by the Community Partnerships Council (final budget amendment requests should be submitted directly to a community's Early Learning Services liaison by April 30 for approval so funds can be expended for goods and services received by June 30);
- following the Department's guide, *Grants for Schools: Getting Them and Using Them: A Procedural Manual*
- submitting two statistical reports to Early Learning Services; one due March 1 (covering the period July 1 through February 15) and another due July 15 (covering the period February 16 through June 30)

programmatic

- distributing copies of the approved grant proposal and any amended budgets to all members of the Community Partnerships Council; submitting data and program and budget updates as required annually;
- providing representation on the Community Partnerships Council through shared participation in decision making and policy setting;
- working with the Council in developing the proposal;

- providing services directly and/or subcontracting with other public and private agencies;
- developing and managing subcontracts with reimbursements in a timely fashion (preferably on a monthly basis);
- collaborating with all participating agencies and working with the Community Partnerships Council on all decisions regarding use of CPC funds, employment of CPC staff, and programming;
- following the guide: *A Guide to Community Partnerships for Children*.

The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present. The author then proceeds to a detailed examination of the early years of the Republic, from the time of the signing of the Declaration of Independence to the end of the War of 1812. This section covers the political, social, and economic developments of the period, and the role of the various states in the formation of the new nation.

The second part of the paper deals with the period from 1812 to 1860. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

The third part of the paper covers the period from 1860 to 1890. This was a time of rapid industrialization and the growth of the middle class. The author discusses the changes in the economy, the rise of the industrial revolution, and the impact of these changes on society. The role of the federal government in regulating the economy and the growth of the states is also examined. The author concludes this section by discussing the end of Reconstruction and the beginning of the Gilded Age.

The fourth part of the paper deals with the period from 1890 to 1914. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

The fifth part of the paper covers the period from 1914 to 1945. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

The sixth part of the paper deals with the period from 1945 to 1960. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

The seventh part of the paper covers the period from 1960 to 1980. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

The eighth part of the paper deals with the period from 1980 to 1990. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

The ninth part of the paper covers the period from 1990 to 2000. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

The tenth part of the paper deals with the period from 2000 to the present. This was a time of great change and growth for the United States. The author discusses the expansion of the territory, the development of the economy, and the increasing tensions between the North and the South. The role of the federal government in these developments is also examined. The author concludes this section by discussing the lead-up to the Civil War.

II. FORMING THE COMMUNITY PARTNERSHIPS COUNCIL

Legislation requires formation of a Community Partnerships Council that will develop a proposal and select a lead agency (from a school district, a Head Start agency, or a licensed child care provider) to manage the Community Partnerships for Children (CPC) grant.

The Community Partnerships Council is a mechanism for developing collaborative relationships and partnerships that improve early childhood care and education in the community. Establishing a Community Partnerships Council gives families and community members an opportunity to be involved in decision making. The Council is a vehicle for assessing and responding to the needs of young children and their families through sharing of information, program planning and development.

Establishing Council Leadership

The individual or group that initiates the council is responsible for getting council leadership started. It is helpful to have co-chairpersons who represent different perspectives; such a leadership structure helps to develop a collaborative spirit. Ideally, the chairperson(s) should have leadership experience in committee organization. It is important that parents have opportunities to assume leadership positions.

Organizing a Council

Below are listed nine planning steps recommended for organizing a Council:

1. articulate the Council's mission;
2. identify existing councils and take steps to merge or combine councils (see section, Working with Existing Councils or Coalitions);
3. identify potential council representatives of parents, providers of early care and education and others in the community (see below: Size and Membership of the Council);
4. select an appropriate invitational or selection method;
5. plan an organizational meeting and develop the meeting agenda;
6. conduct the organizational meeting;
7. identify roles and responsibilities;
8. select leaders representing different interests, e.g., providers, parents, business (see above: Establishing Council Leadership);
9. develop goals and objectives that are well-defined and achievable.

On the next page is an activity that may help Community Partnerships Councils create a vision and set early care and education goals.

An Activity for Getting Started: Creating a Vision

An activity for creating a shared vision can be an effective introduction to setting goals and objectives. It can help people from different programs and agencies to focus on their similarities rather than their differences, building a foundation for communication.

One such activity is "brainstorming." Brainstorming is a technique used to generate input and ideas from groups. One person's idea may generate a different idea from another group member. To keep the ideas flowing, it is important that the process not be stopped to evaluate ideas. As ideas are generated, they are captured on a chart or in notes, recording each idea as it was stated (try not to paraphrase). The general rules for brainstorming are to be creative, to build on others' ideas, to defer discussion and evaluation of ideas during brainstorming, and to *accept* all ideas.

Focus Question: "Imagine yourself looking at your community ten years from now. The ideal system of early care and education for young children and their families is in place. What does it look like?"

In this activity each participant considers what he/she wants for young children in the community. Do not restrict boundaries to what is "reasonable or realistic," but be free to consider the "possibilities" of their hopes for children and their families. Remember that each team member has an opportunity to contribute without interruption, discussion or evaluation, and that all ideas are accepted.

After each participant has shared his/her ideas, the commonalities can be synthesized and a shared vision developed. Follow-up questions to consider may include:

- What are the barriers that hinder implementation of our vision?
- What resources are needed to implement our vision? Are they available in our community?
- How could we develop a system that would be more responsive to the needs of children and families?
- What long and short term goals could we set to achieve our vision for early care and education?

Adapted from Leadership for Collaboration: Participant's Workbook. Southeastern Regional Vision for Education (SERVE). North Carolina University, Greensboro, School of Education. ERIC document # ED366457.

Working with Existing Councils or Coalitions

There may be one or more councils/coalitions concerned with early care and education, family support and/or preventative programs already existing in a community (such as Massachusetts Family Network; Community Connections; School-Linked Services; Massachusetts Family Centers). Communities are strongly encouraged to broaden or merge the councils/coalitions to meet the intent of the CPC program. This collaborative merger will prevent agencies and councils from working in isolation, duplicating efforts, and fragmenting services.

Here is an example of how one community has merged councils/coalitions:

Four years ago the Medford Family Resource Coalition (MFRC) was established. It was designed to bring together various existing initiatives within the community that required community councils/coalitions and to address the needs of families with children birth through grade three in a comprehensive community-wide manner. Prior to the establishment of the MFRC, Medford received Community Partnerships for Children, Massachusetts Family Network and School-Linked Services grants. Since the establishment of the MFRC, Medford secured additional funds from the Children's Trust Fund for a Massachusetts Family Center.

The structure of the MFRC is such that specific grant programs are represented on subcommittees, e.g., the Mass. Family Network/Family Center Subcommittee, School-Linked Local Partnership Subcommittee, and Community Partnerships for Children Subcommittee. The Community Partnerships for Children Subcommittee meets on a monthly basis to address issues specific to the CPC program, i.e., application for continuation funding, program planning, implementation and/or evaluation strategies. The CPC Subcommittee reports to the larger coalition at bi-monthly MFRC meetings to get additional feedback and support. The CPC Subcommittee is the governing body for the CPC project. However, by sitting on the MFRC, the CPC subcommittee is able to enhance the project by directly coordinating it with other initiatives that the previous CPC Council did not have direct knowledge of or access to.

Strategies for successful merging of councils/coalitions include:

- planning a joint meeting of all councils;
- discussing the purpose of the Community Partnerships Council in relationship to each existing council;
- discussing similar goals, objectives and duplication of services;
- reviewing the membership of each council;
- discussing the benefits of merging the councils;
- discussing the possibility of a merged council that could include all interested members by using a subcommittee format for specific interest groups; and
- considering the selection of co-chairs who will enhance joint community council involvement.

Roles and Responsibilities of the Community Partnerships Council

The Council plays a key role in developing a successful CPC program. The following is a list of recommended responsibilities for local Councils:

- make decisions and policies relevant to the program consistent with Department guidelines, (e.g., *A Guide to Community Partnerships for Children*);
- develop, review, and approve proposals, budgets, amendments, and other relevant information pertaining to the CPC program;
- review all aspects of the CPC budget on a monthly basis in order to track expenditures, needed amendments, and evaluate how the fiscal and programmatic components are operating relative to each other;
- determine policies for rate reimbursement (see Section VI);
- plan, implement, and conduct ongoing evaluation based on community resources;
- help collect and analyze data required for program planning that meets the community's needs as well as Department of Education requirements;
- provide direction and advice on early care and education programs as needed (e.g., planning joint staff development and training; reviewing/discussing personnel issues; planning interagency agreements and/or policies for transition procedures for young children and their families);
- review and evaluate Community Partnerships Council mission and goals regularly;
- establish bylaws that govern voting members and the roles, responsibilities and procedures of the Community Partnerships Council, which may include some of the following sections:
 - purpose of the organization
 - membership-- representation, terms, conditions
 - officers-- titles, roles and responsibilities, terms of office
 - executive committee and subcommittees-- membership and scope of responsibilities
 - election procedures
 - procedures for amending bylaws
- set meetings-- number, time, place-- that best accommodate the schedules of the membership and allow for optimum participation;
- conduct public meetings that have been posted and follow the Open Meeting laws;
- record attendance (name and agency affiliation) and minutes of meetings;
- send minutes of meetings/agendas of future meetings to Council members and Early Learning liaison;
- oversee program quality (see Section VII, Ensuring Quality: Accreditation and Credentials)

The Council may delegate some of these responsibilities through its bylaws to a subcommittee or an executive committee.

Executive Committee of the Council

A Community Partnerships Council's bylaws can include an executive committee structure for purposes of expediency and/or to deal with immediate situations. The Council should agree on the membership of the executive committee (e.g., chairperson(s), members). The Council should also agree on the role, responsibilities, and limitations of the executive committee, whose members should represent various sectors of the early care and education community, including at least one parent.

One function of an executive committee might be to develop, review and/or approve amendments to the CPC budget. While this charge enables the work to be executed in a timely manner, the final decision(s)/information should be presented to the Council for a formal vote.

Other Committees of the Council

Community Partnerships Council bylaws can also include other committees that focus on the mission and goals of the Council. Examples of committees include proposal writing, fiscal, fundraising, transportation, and training. Committees should prepare and retain minutes, including votes, of all committee meetings. The committee chairperson(s) make recommendations to the full Council for final approval.

Size and Membership of the Council

The strength of a Council lies in its membership. According to the authorizing statute, there are nine required members who are designated to serve one constituency. They include: a principal, three individuals who provide early care and education to young children, two parents of young children, a member of the local resource and referral agency, a representative of the local Head Start agency, and a representative of private providers of child care. The *representative of private providers of child care* should be a person who represents the collective interests of private providers in the community. This person could be an early care and education provider from a nursery school, faith-based child care, family child care, or child care centers (either profit or non-profit). It is strongly suggested that a family child care provider be included as a Council member. A chart illustrating suggested Council membership is included following this section.

When determining size, try to maintain a manageable number of people while also seeking representation from all key groups/interests in your community. Successful councils do not "stack the deck" with several representatives of one agency, interest group or sector of the early care and education community. If two or more communities form a joint Council, each community must contribute a minimum of one teacher, one parent, and an administrator representative of balanced interests, e.g., private preschool teacher, Head Start parent, public school principal.

A Council's bylaws outlines how members are selected and replaced. In recruiting new members, qualifications and interests of prospective members should relate to the purpose of the Council. The members of the Community Partnerships Council should be broadly representative of the community at large and include members who are concerned about the interests of young children and families. Active recruitment of members from the business community, civic groups, and faith-based organizations leads to a more inclusive Council.

When establishing which Council members will vote, consider the following:

- parents representative of a variety of programs;
- if any one agency in a community/communities operates several different programs, no more than two to three people represent that particular agency and these should be balanced by members representing other interests;
- members' commitment to active involvement -- attend Council meetings; participate on subcommittees; review minutes, budgets, amendments, etc.

Tips for including parents and improving Councils

- * recruit parents who are receiving CPC services
- * conduct Council orientation programs for parents and professionals
- * create a Council handbook that includes CPC information, e.g., proposal(s), budget(s), bylaws, as well as names, telephone numbers and biographies of Council members
- * conduct ongoing evaluations of the Council process in general, and parent involvement in particular
- * discourage the use of acronyms and professional jargon that can make parents -- and anyone new to the Council -- feel like outsiders
- * develop a "buddy" or mentoring system that matches experienced parents with new parents, or new parents with experienced professionals
- * establish a subcommittee to plan and develop parent activities and involvement
- * discover and build on each Council member's experiences, skills and perspectives (this is especially important for parents.)
- * elect a parent co-chair of the Council
- * ask parents directly what they think "as a parent"
- * bring parents to conferences or provide them with training, e.g., how to conduct outreach
- * develop a plan for "parent leadership development" to ensure a pool of parents who can serve on the Council; establish a goal of having a significant number of parents on the Council within three years
- * offer child care, stipends, transportation for attendance at Council meetings



* Example of 3 individuals who are providers of early care and education:
Preschool Teacher
Early Childhood Coordinator
Family Child Care Provider



III. WORKING WITH CHILD CARE RESOURCE AND REFERRAL AGENCIES

Child Care Resource and Referral Agencies (CCR&Rs) have been required members of the community council since the inception of the Community Partnerships for Children (CPC) program in 1986. The CCR&Rs play many important functions within the CPC program.

Across the state, communities are taking a variety of approaches to using the services available from CCR&Rs. For instance, the computerized system run by CCR&Rs gathers significant pieces of data required for a needs assessment. Below is an overview of the various services provided by the Child Care Resource and Referral Agencies as well as some examples of how different communities have used those services in implementing the CPC program.

An Overview of Services Available from Child Care Resource and Referral Agencies

- Support for Parents: Parents receive information on child care options, how to select appropriate child care, referrals to OCCS-licensed and public school programs, and information on available subsidies and sliding fee scales. Information is provided to parents through phone consultation, face to face meetings, mailings, and parenting seminars.
- Training and Technical Assistance for Child Care Providers: CCR&Rs work with the early care and education community to help assess professional development needs and goals and stay abreast of trends in the field. CCR&R staff can offer assistance to providers on a wide array of questions, including tax information, budgeting and record keeping, child development, communication with parents, marketing and recruitment strategies, and information on working with families of children with disabilities. CCR&Rs also collect data on the need for child care in a particular area, wages and salaries for all types of early care and education services, and information about the cost and barriers to providing care.
- Community Education: CCR&Rs work with child care providers, parents, community agencies, businesses, educational institutions and government to increase their understanding of the child care system. Information on local supply and demand for child care is collected and disseminated to support child care initiatives within the community. Resource libraries and child care publications are available to the community.
- Services for Employers: CCR&Rs educate businesses about the need for child care benefits and the options available. Employers may purchase parenting seminars at the workplace and customized referral services for employees. CCR&Rs provide a range of consultation services on such topics as dependent care options, needs assessments, or child care center start-up.
- Customized Services for Families of Children with Disabilities and Providers: In response to the passage of the Americans with Disabilities Act (ADA) and regulations promulgated by the Office of Child Care Services, CCR&Rs also offer individualized support to parents of children with disabilities in finding and accessing appropriate early care and education. This service provides parents with confirmed program openings. Information and referral counselors collect extensive information about each child regarding physical, emotional or medical issues that define the type of care needed. With parental permission, this

information is shared with providers and a plan of care including any necessary accommodations or adaptations is formulated. Follow-up and ongoing support is available to both the families and the providers.

- Child Care Voucher Management: Since 1985, the CCR&Rs have been providing voucher services to parents referred through the Department of Transitional Assistance (DTA) as well as to parents who are eligible based on their income. Counseling on child development issues, quality indicators in child care, referrals to providers that are based on parent choice, and assistance in payment of child care costs are some of the services provided through this program.

Examples of how Communities use Child Care Resource and Referral Agency Services

Brockton: The Brockton Public Schools is the lead agency for Brockton's CPC program. It subcontracts with the local CCR&R, Home/Health and Child Care, Inc., on several initiatives.

The CCR&R administers vouchers for children in 15 child care centers and 32 family child care homes in Brockton. Parents select the provider of their choice. Home/Health and Child Care, Inc. issued a request for proposals to all child care agencies and family child care providers and asked them to apply if they were interested in participating in the CPC. The CPC Council reviewed and accepted all applicants based on their agreement to seek NAECP accreditation or the CDA credential.

A NAECP accreditation/CDA specialist was hired by Home Health and Child Care, Inc. to assist providers going through the NAECP accreditation or CDA credential process. Assistance included classroom observation and feedback, identifying program needs during the self-study phase, locating training resources that matched program needs, and purchasing developmentally-appropriate instructional materials to improve quality.

Home/Health and Child Care, Inc. hired a child care specialist to work with eligible families to complete the intake and enrollment process. The specialist interviewed families and referred them to participating centers or family child care providers that parents could select. Home/Health and Child Care, Inc. determines the fee families pay based on their income and family size, the state sliding fee scale, and the number of their children in child care; and invoices the providers and reimburses them on a monthly basis. The CCR&R also subcontracts with transportation providers to help transport children to and from family child care homes.

Additionally, the Private Industry Council in conjunction with the Brockton CPC and the CCR&R collaborated to train 10 welfare recipients to become OCCS-qualified teachers.

Fitchburg: The Fitchburg Public Schools serves as the lead agency for the Community Partnerships for Children program in Fitchburg. The local CCR&R, Child Care Resources, provides comprehensive data on community child care needs and available programs during the needs assessment process. During FY'98 Child Care Resources, with technical support from Fitchburg State College, conducted a comprehensive needs assessment for presentation at a Council meeting.

Child Care Resources is responsible for administering many of the training activities for the early care and education community. In addition to conducting a needs assessment, their responsibilities include identifying potential trainers; consulting on the selection of trainers; scheduling selected training events; arranging for CEUs and PDPs; informing the community about training events; and conducting registration. Child Care Resources also informs other communities of the training opportunities taking place in Fitchburg. Early care and education providers and parents from other communities can attend events if there is sufficient room. The CPC subcontracts with the CCR&R for the annual *MOSAICS: Diversity Conference*, open to staff from the public school, Head Start and center-based programs, family child care providers and parents.

Since January 1998, the CPC has been subcontracting with Child Care Resources for intake, eligibility determination, billing, and tracking of placements. All initial referrals for placements for working families are directed to the CCR&R, who reports monthly to the lead agency. Any family who appears to meet the "at-risk" eligibility criteria or who needs transportation not provided by a program is referred to the CPC family service staff.

North Adams, Adams, Cheshire, Clarksburg, Williamstown, Savoy, Florida, Monroe:

The Northern Berkshire Regional School District is the lead agency for the proposal submitted by several towns in collaboration. The towns combined their resources to make more early care and education options available to rural families. The local CCR&R, Resources for Child Care, is responsible for overseeing the intake and referral process, including billing and implementation of the sliding fee scale.

Resources for Child Care also assists in evaluating parent satisfaction with their children's programs and develops plans to address parental concerns.

Cambridge/Somerville:

The Cambridge and Somerville Public Schools are the lead agencies for the Community Partnerships for Children program in their respective communities. The Cambridge and Somerville CPCs have collaborated with their local CCR&R, Child Care Resource Center, to staff and coordinate several joint projects that are specifically tailored to meet the needs of these sister cities. These projects include: an innovative substitute teacher recruitment and training project to alleviate the staffing concerns associated with release time for professional development; training and support to family child care providers-- continuing education credits in the area of disabilities, bilingual English/Spanish Literacy Curriculum packages; Child Care Locate Assistant Software-- a self-guided child care software designed to support staff in assisting parents and for use directly by parents seeking child care.

On the following pages is a list of Child Care Resource and Referral Agencies in Massachusetts and Office of Child Care Services Central and Regional Offices.

Massachusetts Child Care Resource & Referral Agencies

Resources for Child Care
152 North Street, Suite 230
Pittsfield, MA 01211
Serving Berkshire County
(413) 443-7830

Child Care Focus
56 Vernon Street
Northampton, MA 01060
Serving Hampshire and Franklin Counties
(413) 582-4218
(800) 962-5511

Preschool Enrichment Team
1391 Main Street, Suite 822
Springfield, MA 01103-1619
Serving Hampden County
(413) 736-3900

Child Care Resources
76 Summer Street, Suite 345
Fitchburg, MA 01420
Serving Northern Worcester County
(800) 660-6269, (978) 343-7395/Fitchburg
(978) 365-6367 / Clinton

Child Care Connection
100 Grove Street, Suite 102
Worcester, MA 01605
Serving Central & Southern Worcester County
(508) 757-1503 or (800) 278-1503

Child Care Circuit
190 Hampshire Street
Lawrence, MA 01840
Serving Essex & Eastern Middlesex Counties
(978) 686-4288 / Lawrence
(978) 921-1631 / Beverly

Child Care Search
43 Nagog Park
Acton, MA 01720
Serving most of Middlesex County
(978) 263-7744

Child Care Resource Center
130 Bishop Allen Drive
Cambridge, MA 02139
Serving cities & towns west of Boston
(617) 547-9861 x 72

Child Care Choices of Boston
105 Chauncy Street
Boston, MA 02111
Serving the city of Boston
(617) 542-KIDS (5437)

Community Care for Kids
1509 Hancock Street
Quincy, MA 02169
Serving South Shore area
(617) 471-6473 x105
(800) 637-2011

Home/Health and Child Care Services, Inc.
P.O. Box 640 / 15 Jonathan Drive
Brockton, MA 02403-0640
Serving Brockton/Attleboro & surrounding areas
(508) 588-6070

Child Care Works
4 Park Place, Room 101
New Bedford, MA 02740
Serving New Bedford/Fall River/Taunton areas
(508) 999-9930 or (800) 338-1717

Child Care Network of Cape Cod & the Islands
P.O. Box 954 / 115 Enterprise Road
Hyannis, MA 02601
Serving the Cape and the Islands
(508) 778-9470
(800) 845-1999

**Office of Child Care Services
Central and Regional Offices**

Central Office (Administration)
One Ashburton Place, Room 1105
Boston, MA 02108
(617) 626-2065

Region I Western Massachusetts
15 Mulberry St.
Springfield, MA 01105
(413) 784-1225

Region II Central Massachusetts
180 Turnpike Road
Westboro, MA 01581
(508) 871-7181

Region III Northeast Massachusetts
66 Cherry Hill Dr., Suite 100
Beverly, MA 01915
(978) 524-0012 or (617) 727-6853

Region IV Central Massachusetts
180 Turnpike Road
Westboro, MA 01581
(508) 871-7181

Region V Southeast Massachusetts
109 Rhode Island Road
Lakeville, MA 02347-1439
(508) 947-1133 or (617) 727-1444

Region VI Greater Boston
50 Ross Way
Quincy, MA 02210
(617) 472-2881

IV. UNDERSTANDING RESOURCES AND MEETING NEEDS: CONDUCTING A NEEDS ASSESSMENT OF YOUR COMMUNITY

All Community Partnerships for Children proposals must begin with a statement of the community's(ies') need for families and early care and education programs. Conducting a comprehensive needs assessment will assure that the services proposed are based on documented family needs and a knowledge of resources and capacities within the community(ies). The needs assessment provides valuable information and justification for a community's request for CPC funds. The needs assessment will assist the Council in highlighting the resources available to respond to demonstrated needs as well as identifying any gaps in current community services. Understanding your community's resources and needs will provide the foundation of a proposal that builds on the community's strengths and existing resources.

Authors of the publication *Know Your Community: A Step-by-Step Guide to Community Needs and Resources Assessment* (1995) state that "Successful community assessment requires:

1. Understanding the current condition of all families in the community
2. Evaluating the current service system's capacity or incapacity to support families' healthy growth and development :
3. Building community support for and ownership of a new way of meeting needs" (p. vii).

The Role of a Community Needs Assessment

Assessing one's community needs not only requires knowledge about the needs of the targeted population but also the existing resources available to respond to these needs. For the purposes of the Community Partnerships for Children program, Councils must know about the early care and education needs of the families to be served and about the providers offering the services. In addition, understanding the resources and services that currently exist in a community will guide the Council in meeting the need and/or, when indicated, develop new services to respond to the demonstrated needs. This important information makes it easier for the Council to direct program planning, develop an informed proposal, and document the need for resources when additional funds become available.

Rationale for a Standardized Needs Assessment

In past years, Councils have conducted their own needs assessments to meet the community's individualized needs for early care and education. Needs assessments were either part of the proposal and/or initiated at the start of program funding. While the Department realizes that this individualized approach was helpful to communities in program planning, it has been difficult to analyze certain data elements uniformly across the Commonwealth.

Given the continued increases in funding for CPC, the need for consistent data collection across communities has arisen. For instance, Outside Section 296 in the FY 99 budget requires the Department of Education to report certain data to the Legislature annually. Additionally, in collaboration with the Office of Child Care Services (OCCS), the Department has been charged with the task of conducting a statewide needs assessment. As a result of these mandates and additional data requests from the Legislature and other interested parties, the Department has taken leadership in defining what areas of data need to be collected at the local level. This information will then be uniformly analyzed across the state.

The needs assessment section of the Community Partnerships for Children FY'99 RFP, Attachment C, outlines the various types of data that the Department is collecting. The data requested will provide the state with information on the early care and education needs of families and providers as well as a snapshot of the services currently available in each community. Careful and objective analysis of the data should provide individual CPC Councils with the information needed for proposal development and program planning, while providing the Department of Education with the required statewide collective data.

Impact of a Standardized Needs Assessment for New and Existing Programs

- For new CPC programs, the questions asked in the needs assessment of the RFP should provide information that is critical in forming a Community Partnerships for Children program. This standardized needs assessment should serve as a beginning step for the collection of early care and education data. The needs assessment should include, but not be limited to, questions in Attachment C. Additional questions may be incorporated into the needs assessment if desired. Once collected, this information should form the basis for program planning as well as future data collection efforts.
- For existing CPC programs, the questions included in Attachment C of the RFP should supplement existing data. In responding to the Department's needs assessment requirements in Attachment C of the RFP, data should be viewed and analyzed in light of existing information collected from past needs assessments and evaluations. Additional questions may be included in the needs assessment if a community has a need for early care and education data.

Tips to Keep in Mind when Conducting a Needs Assessment

- ◆ Conducting a needs assessment requires valuable resources, such as time and money. In preparation, have the Council members ask the following questions:
 - How much time and "people power" are available?
 - What current, reliable information already exists?
 - What information needs to be gathered and what are the best methods for gathering this information?
 - What are the best sources of this information?
- ◆ Review existing data collection instruments before developing your own. There may be instruments available that could be customized to meet your data collection needs. Charts A and B, on the following pages, provide further guidance for collecting data. Questions from the FY'99 CPC RFP, additional sample needs assessment survey forms (for families and for programs/providers) and other information on this topic are available from Early Learning Services upon request at (781) 388-3300, ext. 357.

CHART A: DEMOGRAPHICS SUMMARY (worksheet)

The information needed to complete the chart below may be gathered from the following sources:

- Department of Public Health
- families with 3- and 4-year-old children (A child who is 2 years 9 months of age may be counted for program eligibility.)
- Early Intervention Programs
- Child Care Resource and Referral Agencies
- public schools and Head Start programs
- private programs and family child care providers
- U.S. Census of Population and Housing
- local community development department

DEMOGRAPHICS	# 3 & 4 year old children
A. Total number of 3 & 4-year old children in the community including those with disabilities (<i>do not count children eligible for public kindergarten</i>)	
B. # of 3 & 4-year old children currently being served in programs (<i>public, private, Head Start or family child care programs</i>)	
C. # of 3 & 4-year old children currently being served in programs <i>who need additional early care/education hours</i>	
D. # of 3 & 4-year old children currently unserved (<u>not</u> in a program) <i>who need care/education</i>	
E. Of the above number of children, <i>how many are of working families?</i>	
F. Of the families who would like a program, <i>how many earn less than the SMI</i> (state median income)?	
G. Of the children identified in A and who need early care/education, how many are children <i>whose first language is other than English?</i>	
H. # of 3 & 4 year old children <i>with disabilities who need additional child care</i>	

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EXISTING PROGRAMS/SERVICES (List names of programs; indicate integrated programs with *)	# of classes per location	Daily hours of operation	Full- or part-year (mos. of operation)	Per-child cost/tuition (convert to hourly)	Current enrollment 3 & 4 Year Olds	Capacity	Accredited/ CDA	OCCS Licensed	Total # Programs in category			
Public school preschool programs:												
1.												
2.												
3.												
Private (center-based) programs:												
1.												
2.												
3.												
Head Start programs:												
1.												
2.												
3.												
Family Child Care: Groups												
1.												
2.												
3.												
Total # classes/ groups					Total # 3 & 4 year olds		Total capacity		# NAACP Accredited____ # CDA ____ # NAFCC Accredited____		# OCCS Licensed ____	Total # Programs ____

V. GUIDELINES FOR CAPITAL EXPENDITURES

If the community needs assessment indicates the need for increased capacity in early care and education programs for three and four year olds and demonstrates that there is no space to expand services in existing programs, the Council may choose to allocate funding for capital expenditures. These funds may be used for planning capital projects and for purchasing, constructing, or renovating facilities to increase the quality and availability of early care and education in the CPC community. In order for funds to be allocated for capital expenditures, Councils must follow the guidelines cited below. Additionally, to receive funds, programs must meet specific eligibility criteria outlined below.

Capital Expenditures Criteria

1. All capital projects should be clearly outlined in the CPC proposal and in the budget approved by the Council, and must meet the eligibility criteria for capital projects. If the proposal is recommended for funding, the Department will ask the Council to submit an additional application for each capital project. Projects that cost more than \$25,000 must include a 5% administrative cost for state technical assistance and oversight to ensure sound investment of public dollars.
2. Capital expenditures may include, but not be limited, to:
 - renovation of existing or new space
 - building of new space
 - purchase of a new building
 - purchase of land
 - playground improvements and modifications
 - building modifications to comply with code, licensing, and the Americans with Disabilities Act
 - building modifications, e.g., de-leading, the addition of sinks in preschool classrooms

Program Eligibility Criteria

1. Capital funds must be used to create space for 3 and 4 year old children participating in the program and be used for projects with an extended length of use for early care and education programs.
 - At least 50% of this newly created space must be used for 3 and 4 year old children of working families meeting the Community Partnerships for Children eligibility criteria.
 - At least 50% of the children being served in any preschool facility applying for financial assistance must be from families whose income is 100% or less than the state median income.
 - CPC funds may only be used for the renovation of space that the CPC program will be using in a building.
 - If a space within a building, such as an indoor play area, will be shared by various programs, the cost must also be divided proportionately.

- The program must provide full-day, full-year preschool early care and education or provide specialized child care, such as off-hour care, that meets the needs of working families.
2. Community Partnerships for Children may provide capital assistance under the following conditions:
- center-based programs licensed by the Office of Child Care Services
 - Head Start programs
 - public school early childhood education programs
 - family child care programs licensed by the Office of Child Care Services -- family child care providers are eligible to apply for no more than \$25,000. These funds cannot be used to enlarge family child care, e.g., to expand the size of the program from 6 to 10 children.
 - The purpose and effect of the investment will be to increase the supply and quality of child care and education.
 - The provider must own his/her site or demonstrate long-term control of the site, e.g., hold a lease for a minimum of five years.
 - Programs seeking funding must have been in operation for three years.
 - The capital funding is contingent upon the program continuing to meet the CPC capital program eligibility criteria and must include the provision of services to the CPC population for at least five years after completion of the capital project. The program must repay CPC, who in turn must repay the Department, if the space is not used to provide services for at least five years after the completion of the project. If the program does not continue to meet the eligibility criteria for the entire five year period, repayment to the Department by the CPC is required as follows: after one year or less of providing services, repayment of 100% of the project expenditures; after two years of providing services, repayment of 80% of the project expenditures; after three years of providing services, repayment of 60% of the project expenditures; and, after four years of providing services, 40% of the project expenditures. Programs run by school districts must repay capital funds if the space is reallocated to programs other than preschool programs. State early childhood funds may not be used to repay these funds. CPC must include this provision relating to repayment in all subcontracts with the program.
 - The project design must produce early care and education space that is developmentally appropriate, comprehensive, and meets NAECP accreditation standards.
 - Capital projects must be sound, feasible, and cost effective. The proposed budget must be realistic.
 - Private applicants must demonstrate that appropriate financing cannot be obtained elsewhere, although CPC funds may be used for leverage or borrowing.
 - Projects funded by CPC must not be appropriate for funding through School Building Assistance.

3. Allocating Capital Funds in Large Cities

If CPCs have many potential capital investment projects, it is recommended that Councils develop an RFR application process for the equitable disbursement of funds. The Department can assist Councils in the selection of projects. Sample applications are available from the Department at the number listed below.

If you have any questions about capital expenditures or would like sample RFRs for capital projects contact Early Learning Services at (781) 388-3300 ext. 357.

The Department acknowledges the Zero to Eight Coalition and the Child Care Capital Investment Fund for their efforts in developing strategies for CPC capital funding and the Request for Proposals for the Expansion of Early Care and Education Facilities.

VI. IMPLEMENTING THE SLIDING FEE SCALE

All working families receiving services under Phase III of Community Partnerships for Children must pay a fee in accordance with the Commonwealth of Massachusetts Subsidized Child Care Sliding Fee Scale (see attached scale and chart of "Yearly State Median Income by Family Size"). Over time, the implementation of a state sliding fee scale is intended to create a more equitable early care and education system. We anticipate that in future years all early care and education programs receiving state funds will operate with a sliding fee scale. The scale is designed to ensure that all families pay an equitable rate that is consistent with their income and family size.

The CPC program uses the Commonwealth of Massachusetts Subsidized Child Care Sliding Fee Scale to determine parent fees. Parent fees are an integral part of paying the total cost of early care and education. Therefore, in order to determine the overall program budget, the amount of money expected to be generated from sliding fee revenues will need to be calculated. This amount, together with the CPC award, will be the program budget. To estimate the amount of money that may be generated from the sliding fee scale, refer to the "Worksheet for Estimating Income from Parent Sliding Fees."

Program Eligibility Guidelines

1. Children of working parents: see Appendix B: Definitions.
Parent with a disability: see Appendix B: Definitions.
2. Working parents who lose their jobs: If a parent loses his/her job after the child is enrolled in a program, the child can remain in the program for the remainder of the year (through June 30). Continued hours of programming should be determined on an individual basis.
3. Children of retired parents: If one or both of a child's parents is retired, the retirement status of the parent(s) is equivalent to a working status. Retirement benefits are calculated as income.
4. Eligibility Criteria: Policies regarding applicant priority and acceptance not covered by specific guidance from the Department may need to be established for program admission. These policies (e.g., maintenance of a waiting list) should be developed by the CPC Council.

Note: It is critical to maintain confidentiality regarding parent fees. Eligibility under the CPC program may raise issues of equity within the early care and education community. For example, several children may attend the same child care program with some families paying a sliding fee while others pay no fee or a different fee. Eligibility under CPC Phase III is for working families only, while eligibility under other programs or Phases may not have a working family/sliding fee scale requirement. In addition, some early care and education programs, such as Head Start, have their own eligibility criteria.

Financial Eligibility Guidelines

1. Family income level and family size

- Priority is given to working families who have incomes below the statewide median income level (see chart, Yearly State Median Income by Family Size).
- Parents pay fees according to their income and family size and number of children they currently have in early care and education and after-school programs.

2. Determining sliding fee scale payment

- Verification of a family's income is necessary to determine the sliding fee scale payment (see suggested form, Community Partnerships Child Care Fee Agreement). All families whose children attend private and public preschool programs, including Head Start and family child care programs, under the CPC program are required to pay a fee. A record should be kept on each family who applies to participate in the program. These records should include copies of documents that verify each child's status as "eligible" or "not eligible." All records must be maintained for seven years after the end of the grant year to which they relate.
- Pay stubs from the employer(s) for the most recent four-week period should be used to determine the fee parents are responsible for paying. Some acceptable documentation for additional sources of parents' income include canceled checks, letters, and photocopies of court orders, award letters, and government assistance notifications. The most recent tax returns or quarterly tax payment forms should be used in cases where parents are self-employed.
- If the actual cost of a particular child care program is less than the amount a parent would be required to pay according to the sliding fee scale, the CPC Council should propose a fee. For families who earn over the statewide median income, Councils may elect to engage in fundraising activities to assist these families with the cost of early care and education. Parents must not be charged a fee higher than the amount listed on the sliding fee scale.

Note the following exceptions:

Children with disabilities: State and federal law require that special education services be provided to children with disabilities starting at age 3 at no cost to the parent. Therefore, no fee may be charged for a child with disabilities who is attending a preschool program as part of his/her Individualized Educational Plan (IEP). However, if a child is in two separate preschool programs and one program provides educational services as described on the IEP and the other program provides early care and education to allow the parent to work, the family will be expected to pay a fee for the program the child is attending that is not part of his/her special education program.

Children in foster care: In conformity with Department of Social Services (DSS) policy, people who care for a child living in DSS-arranged foster care are exempt from paying a fee. This applies to *working* foster parents only.

Children of parents with a disability: Exceptions may be made by the local Council regarding fees in cases where a parent(s) is disabled.

Policy guidelines

1. Fee assessment based on the Commonwealth's Sliding Fee Scale

- Fees should be assessed in full weekly increments based upon a daily fee. Consistent with the OCCS change in definition, full-time is 25 hours or more per week and can be calculated in one or more ways: e.g., three nine-hour days; five five-hour days, etc. Part-day is either up to three hours a day ($\frac{1}{4}$ the daily fee) or between three and five hours a day ($\frac{1}{2}$ the daily fee).
- If a child attends less than five days on a regular weekly schedule, the family's sliding fee should be based on a calculation of the individual full and/or part-days in the program. Partial week attendance of one child does not preclude the enrollment of additional children in a given five day "slot."
- For working families who have more than one child enrolled in an early care and education program or after-school program, note the following: first child -- fee payment in full based on sliding fee scale; second child in the family -- $\frac{1}{2}$ fee payment; third child -- $\frac{1}{4}$ fee payment, etc.

2. Enrollment in two programs

- If a child attends two separate programs (e.g., a Head Start program in the morning and a program funded by CPC in the afternoon), the family is only responsible for paying a sliding fee for the hours the child is in the CPC program.

3. Policy development regarding payment of fees

- Policies regarding such issues as fees paid during family vacation, parent/child illness, school vacation weeks, maternity leave, etc. should be decided by CPC Councils. The goal of such policies should be the equitable provision of services to parents, flexibility in meeting families' needs, and the promotion of uniformity in the community. It is advised that CPCs follow the payment policies of their participating providers' programs.

4. Establishing Rates

The original assumption of Community Partnerships was that lead agencies would pay for services that they provide and be reimbursed for a portion of these costs (e.g., actual teachers' salaries, rent, etc.), depending on the number of CPC children enrolled in the program. This remains the budgeting practice for services provided by the lead agency. As more private preschools, child care centers and family child care providers became involved, the demand for service agreements increased. These programs wanted subcontracts that were more in keeping with traditions and

practices, i.e., receiving a per-child tuition from parents or a per-child state rate for contracted or voucher care.

As the CPC program has evolved, two options have emerged for establishing rates. These are described below as 1) the published rate and 2) the uniform community rate. Councils may decide which rate system works best for their CPC program. However, Councils must choose *one system* and be consistent in how it is applied to all subcontracted providers. In the case where the parent of a child residing in one CPC community needs services in another community, the "sending" CPC should follow the rate structure of the "receiving" CPC.

In each of the options described below, families' income eligibility is assessed at least annually and fees determined. Individual providers are responsible for collecting, depositing and tracking parent fees. Lead agencies should be confident that each provider's bookkeeping system has the capacity to manage grant funds, parent fees and other income sources.

- Published Rate -- A published rate can be defined as either a provider's private tuition rate or a provider's state rate. A participating provider must submit to the lead agency documentation of its published rate, i.e., brochure, parent handbook. To be reimbursed for services and establish the exact payment due from the CPC grant, the provider submits records to the lead agency of attendance, full- or part-time status, provider rate and the amount of the parent fee according to the sliding fee scale. The parent fee would then be subtracted from the published rate to establish the amount due from the grant.

Example: A provider's full time rate is \$7500 per year. A parent's fee has been established to be \$2600 per year. The subcontract provides \$4900 to the provider. The provider collects the parent fee and is expected to account for the two sources of income at the end of the year.

Grant funds =	\$4900
Parent fees =	\$2600
Total =	\$7500 (the provider's published rate)

- Uniform Community Rate -- Some CPC Councils, usually in large communities with many providers charging a range of rates, have decided on a uniform per-child rate that will be paid to all participating providers. All providers must agree to accept the rate in order for a CPC to use a uniform community rate. Establishing a uniform community rate means that some providers may receive less than their published rate, while others may receive more. Additionally, providers are still required to determine a parent's fee according to the sliding fee scale. Providers may only keep the parent fees up to 10% of the uniform community rate.

Example A: A provider has a published full-time rate of \$6900 per year. Yet all providers in the CPC agree to accept a uniform community rate of \$7500 per year. A parent's fee has been established to be \$2600 per year. The subcontract provides \$7500 to the provider. The provider collects the entire parent fee and keeps the parent fee of up to 10% of the uniform community rate (\$750). The provider retains the uniform community rate (\$7500) plus the 10% (\$750), totaling \$8250. In this case the provider returns to the Council \$1850 (\$2600 minus \$750).

Example B: A provider has a published full-time rate of \$8500 per year. Yet all providers in the CPC agree to accept a uniform community rate of \$7500 per year. A parent's fee has been established to be \$1200 per year. The subcontract provides \$7500 to the provider. The provider collects the entire parent fee and keeps the parent fee up to 10% of the uniform community rate (\$750). The provider retains the uniform community rate (\$7500) plus the 10% (\$750), totaling \$8250. In this case the provider returns to the Council \$450 (\$1200 minus \$750).

If the uniform community rate is chosen, the Council must 1) justify the Council's decision, including a rationale and a methodology for determining the rate-- this information must be submitted to Early Learning Services either in a CPC's proposal or at the time the Council determines a uniform community rate; 2) notify Early Learning Services if the Council decides to no longer adhere to this option; 3) review how providers spend their retained parent fees up to 10% of the uniform community rate; and 4) determine how the Council should spend the funds from the parent fees that are in excess of 10% of the uniform community rate.

If the uniform community rate is chosen, providers must submit to the lead agency monthly attendance records, and propose and report to the Council at least annually how the retained parent fees would be/were expended (supplies, training, etc.) and how fee use meets CPC objectives.

If a CPC is not implementing either of the above rate options, the Council must submit its rationale for rate determination to Early Learning Services.

For further guidance on establishing a uniform community rate as well as sample budget tracking and attendance forms contact Early Learning Services.

Bookkeeping guidelines

1. Responsibilities

- Parent fees generated from the sliding fee scale should be deposited intact by the provider. These fees, when combined with the grant subsidy, contribute to the operating budget of individual early care and education programs. Therefore, each program should have an accounting system in place that accurately records the full amount of parent fees collected and deposited consistent with the CPC program requirements. It is not the responsibility of the lead agency to collect fees from CPC families except when direct services are provided by the lead agency to CPC participants.
- All records on family eligibility and fee collections must be maintained by the individual early care and education entity that assessed eligibility for seven years from the last day of the grant award.

2. Suggested Accounting Systems

- Head Start: A Head Start program needs to collect fees for placements funded by CPC. Parent fees collected for CPC placements should be deposited into the Community Action Program (CAP) account earmarked for the Head Start CPC program.
- School districts: School districts may establish a revolving account for accounting purposes. The 1982 amendment to General Laws c. 71, §47 (amended by Chapter 173 of the Acts of 1982) allows a School Committee to establish a revolving account for fees received in conjunction with any activity not expressly provided for in Chapter 71.

The pertinent part of the statute, as amended, reads as follows:

All receipts by the [school] committee in connection with ... any other activity not expressly provided for in this chapter [M.G.L. c. 71] but sponsored by the school committee in which participation is contingent upon the payment of a fee by the participant, shall be deposited with the treasurer of such town or, in cases where the town is a member of a regional school district and held as a separate account and expended by said school committee without further appropriation, notwithstanding the provisions of section fifty-three of chapter forty-four.

Communities may wish to consult further legislation under Chapter 71, §71E (added by St.1977, c.639) which could enable such funds to be held for the specific purposes of the program/programs from which the receipts were derived. If you have questions about this option, contact the Department of Revenue, Division of Local Services at (617) 626-2300 for advice.

- Child care programs: Child care programs that currently collect parent fees according to the Commonwealth's Sliding Fee Scale can follow their established accounting system providing it properly reflects the actual flow of funds.

WORKSHEET for ESTIMATING INCOME from PARENT SLIDING FEES - FY '99

If your CPC Council has recent data that allow accurate projections of parent fee income, please use that data. If not, this worksheet offers one method for calculating an estimate of parent fee income. That estimated figure combined with your Community Partnerships request should be the total budget for the project. Monies generated from other sources, e.g., special education, Title I, grants, have not been factored into this analysis.

STEP 1: Family Data/Income Profile in Community/Communities:

The municipal Community Development Department should assist with the collection of this data. Priority should be given to families below the state median income level although it is expected that working families from all income levels will participate in the Community Partnerships program. Refer to the chart, Yearly State Median Income by Family Size.

Number of families below the statewide median income (SMI) level: _____

Median Income* in Community/Communities: _____

*Note: If a community's overall median income is above 100% of the SMI, a community may choose to use an income figure below the community's median income based on income of the population it expects to serve.

STEP 2: Estimate of Number of Children to be Served:

Number of additional 3 and 4 year olds to be served with Community Partnerships funds and sliding fee scale revenue: _____

Number in part-day programs (up to 3 hours a day): _____ ; Number in part-day programs (3 hours up to 6 hours a day): _____ ; Number in full-time programs: _____

STEP 3: Estimate of Parent's Weekly Fee:

Divide the community's median income figure (step 1) by 12 to arrive at a monthly median income figure. A community would need to have families under the state median income in order to generate sliding fee scale revenues.

Community median income _____ \div 12 = _____

Refer to Commonwealth of Massachusetts Subsidized Child Care Sliding Fee Scale. Use the Column for Family of Four and locate income figure closest to monthly median income figure. Then look at the Weekly Column for that income level to determine an estimate for parent's weekly fee.

Parent weekly fee based on community median income figure: _____

STEP 4: Estimate of Total Amount of Parent Fees Generated Per Week:

_____ # of children attending part-day (up to 3 hours) x $\frac{1}{4}$ weekly fee = _____
_____ # of children attending part-day (3 hours up to 6 hours) x $\frac{1}{2}$ weekly fee = _____
_____ # of children attending full-time x weekly fee = _____

Estimate of total amount of parent fees generated per week: _____

STEP 5: Estimate of Parent Fees Generated for FY 99:

Total parent fees/week (step 4) x # weeks program will be in operation = _____ Estimate of parent fees generated for FY 99.

[The text in this section is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible across the page.]

COMMONWEALTH OF MASSACHUSETTS SLIDING FEE SCALE

(Effective 10-01-92)

Level	Family of Two	Family of Three	Family of Four	Family of Five	Daily	Weekly
I	0-242	0-251	0-299	0-347	\$0.20	\$1.00
II	243-485	252-503	300-599	348-695	\$0.30	\$1.50
III	486-728	504-755	600-899	696-1,043	\$0.40	\$2.00
IV	729-971	756-1,007	900-1,199	1,044-1,391	\$1.80	\$9.00
V	972-1,214	1,008-1,259	1,200-1,499	1,392-1,739	\$3.60	\$18.00
VI	1,215-1,457	1,260-1,511	1,500-1,799	1,740-2,087	\$5.60	\$28.00
VII	1,458-1,700	1,512-1,763	1,800-2,099	2,088-2,435	\$8.00	\$40.00
VIII	1,701-1,862	1,764-1,931	2,100-2,299	2,436-2,667	\$10.40	\$52.00
IX	1,863-2,024	1,932-2,099	2,300-2,499	2,668-2,899	\$12.60	\$63.00
X	2,025-2,186	2,100-2,267	2,500-2,699	2,900-3,131	\$14.80	\$74.00
XI	2,187-2,348	2,268-2,435	2,700-2,899	3,132-3,363	\$17.40	\$87.00
XII	2,349-2,510	2,436-2,603	2,900-3,099	3,364-3,595	\$20.00	\$100.00
XIII	2,511-2,672	2,604-2,771	3,100-3,299	3,596-3,827	\$22.80	\$114.00
XIV	2,673-3,644	2,772-3,779	3,300-4,499	3,828-5,219	\$22.80	\$114.00

Level	Family of Six	Family of Seven	Family of Eight	Family of Nine	Daily	Weekly
I	0-395	0-404	0-413	0-422	\$0.20	\$1.00
II	396-791	405-809	414-827	423-845	\$0.30	\$1.50
III	792-1,187	810-1,214	828-1,241	846-1,268	\$0.40	\$2.00
IV	1,188-1,583	1,215-1,619	1,242-1,655	1,269-1,691	\$1.80	\$9.00
V	1,584-1,979	1,620-2,024	1,656-2,069	1,692-2,114	\$3.60	\$18.00
VI	1,980-2,375	2,025-2,429	2,070-2,483	2,115-2,537	\$5.60	\$28.00
VII	2,376-2,771	2,430-2,834	2,484-2,897	2,538-2,960	\$8.00	\$40.00
VIII	2,772-3,035	2,835-3,104	2,898-3,173	2,961-3,242	\$10.40	\$52.00
IX	3,036-3,299	3,105-3,374	3,174-3,449	3,243-3,524	\$12.60	\$63.00
X	3,300-3,563	3,375-3,644	3,450-3,725	3,525-3,806	\$14.80	\$74.00
XI	3,564-3,827	3,645-3,914	3,726-4,001	3,807-4,088	\$17.40	\$87.00
XII	3,828-4,091	3,915-4,184	4,002-4,277	4,089-4,370	\$20.00	\$100.00
XIII	4,092-4,355	4,185-4,454	4,278-4,553	4,371-4,652	\$22.80	\$114.00
XIV	4,356-5,939	4,455-6,074	4,554-6,209	4,653-6,344	\$22.80	\$114.00

YEARLY STATE MEDIAN INCOME BY FAMILY SIZE

Family of two: \$32,076 - \$43,728

Family of three: \$33,264 - \$45,348

Family of four: \$39,600 - \$53,988

Family of five: \$45,936 - \$62,628

Family of six: \$52,272 - \$71,268

Family of seven: \$53,460 - \$72,888

Family of eight: \$54,648 - \$74,508

Family of nine: \$55,836 - \$76,128

The income ranges listed above correspond to the monthly incomes on the Commonwealth of Massachusetts Subsidized Child Care Sliding Fee Scale. Working families with incomes anywhere below the higher figure for their family size listed would be eligible for early care and education services under the Community Partnerships for Children program.



Community Partnerships Early Care and Education Fee Agreement

Date _____

1. ADULT INFORMATION:

Name(s): _____ Home Telephone #: _____

Address: _____

City/Town: _____ Zip: _____

_____ Work Phone #: _____
(parent/guardian/name)

_____ Work Phone #: _____
(parent/guardian/name)

2. CHILD INFORMATION:

Child(ren) Enrolled in Community Partnerships:

_____ Date of Birth: _____

_____ Date of Birth: _____

Other Children in Family:

_____ Date of Birth: _____

3. PROGRAM INFORMATION:

Name of program(s): _____

Contact(s): _____

Address _____ Phone #: _____

Number of days in attendance per week: Parital Day _____ Full Day _____

Cost of program per week: _____

4. TOTAL GROSS MONTHLY INCOME:Monthly wages from all contributing adults:
(weekly wage x 4.3)

Child support/alimony:

SSI/DA:

Other:

Total Gross Monthly Income:

5. DETERMINATION OF PARENT FEES:Family Size:

Total Gross Monthly Income:

Parent Fee Per Week:

I certify under penalty of perjury that the information provided is correct and complete to the best of my knowledge. I will immediately report any change in income, family size, or child care needs. I agree to pay all weekly fees to the authorized child care provider. I will also pay an initial deposit equal to one week's fees. The information requested on this form is used to determine eligibility and fees. It will be held strictly confidential as required under MA statutes and regulations.

parent/guardian signature

agency staff signature

date

date**OFFICE USE ONLY**Approved:

 Initials:

 Date

Verification of Income

Weekly Program Costs \$

Weekly Parents' Fees \$

Grant Funds Allocated Per Week \$

Number of Weeks

 Total Grant Award \$

Start Date:

End Date

Reassessment Date:

VII. ENSURING QUALITY: ACCREDITATION AND CREDENTIALS

Community Partnerships programs must meet the standards that apply to their particular program. Center-based community programs and Head Start programs must be licensed by the Office of Child Care Services; programs operated by public schools need to meet Department of Education Standards for Preschool Programs. Family child care programs must be licensed by the Office of Child Care Services.

In addition, legislation requires that all Community Partnerships for Children recipients (public school program; center-based community programs, and family child care programs) seek accreditation or credentialing to ensure high quality early care and education. There are two ways to accomplish this requirement. School and center-based programs must seek accreditation by the National Academy of Early Childhood Programs (NAECP), a division of the National Association for the Education of Young Children (NAEYC). Family child care providers need to seek Office of Child Care Services licensure and *either* the Child Development Associate (CDA) credential *or* the National Association of Family Child Care's new accreditation. Associated costs for accreditation and the CDA are acceptable expenses under CPC.

NAECP Accreditation is a process in which a program's administrators, staff, and parents join with representatives of the Academy to determine if the program meets nationally recognized criteria for quality. Massachusetts currently ranks second in the nation in program accreditation with 471 programs accredited and 993 pursuing accreditation as of April 1998.

The Child Development Associate National Credential (CDA) for Family Child Care Programs, sponsored by the Council for Early Childhood Professional Recognition Program, is a process by which caregivers demonstrate their ability to meet CDA competency standards. Family child care providers who have an Associate's degree or higher in *early childhood* are exempt from the CDA requirement.

A new family child care accreditation will be ready for implementation beginning in January 1999. This accreditation, sponsored by the National Association for Family Child Care (NAFCC), will be the counterpart of the NAECP accreditation for child care centers. Family child care providers who are interested in the new family child care accreditation process and live in the city of Boston can contact Carol Campbell at Associated Day Care (617-695-0700). For those family child care providers living outside Boston limits contact Paula Bowie at Wheelock College, The Family Child Care Accreditation Project, at (617) 734-5200, ext. 2291.

NAECP Accreditation (a chart of recommended time lines follows this section)

- 1: Program contacts NAECP to request an application by calling (800) 424-2460.
- 2: Program submits application and appropriate fee to:

National Academy of Early Childhood Programs/c/o NAEYC
1509 16th Street, N.W.
Washington, DC 20036-1426

NAECP Application Fee Schedule

Enrollment	Application Fee
Level 1 — 60 or fewer children	\$125
Level 2 — 61 to 120 children	\$200
Level 3 — 121 to 240 children	\$200
Level 4 — 241 to 360 children	\$300
For <i>each additional 120</i> children over 360	additional \$50

- 3: Program conducts the self-study under the direction of the program administrator. The self-study is a comprehensive internal evaluation that involves both staff and parents in self-examination of how well their program meets the NAEYC quality criteria. This procedure consists of four parts:
 - The Early Childhood Classroom Observation Scale is used by teachers and administrators to rate the quality of:
 - interactions among staff and children
 - the physical environment
 - curriculum implementation
 - the mechanisms for protecting children's health and safety
 - The Administrative Report is used by the administrator to examine the administrative aspects of the program including such things as:
 - staff qualifications/staff development
 - staffing patterns
 - personnel policies
 - operating procedures
 - family involvement
 - health and safety
 - nutrition and food service
 - evaluation

- The Staff Questionnaire includes questions on personnel policies, administration, and program implementation, and is completed by all staff who work with children.
- The Parent Questionnaire is completed by parents to evaluate the program, particularly the interactions between staff and parents.

Commonly Asked Questions Concerning the Self-Study Process

How is the self-study used? The self-study is used to systematically evaluate the program, identifying strengths of the program, as well as any areas that need improvement.

What are the benefits of the self-study? The self-study helps program staff analyze the strengths and weaknesses of the program and make needed improvements (materials, equipment, staff training, etc.). Working on the common goal of improving quality can motivate staff, strengthen teamwork among staff, and enhance professionalism. Improvements made in the program can result in improved services for children and families and may result in cost savings.

Who completes the self-study? *Everyone* involved in the early childhood program completes the self-study (administrator(s), parents, teachers, assistants, therapists, and any other personnel involved in the program). The administrator takes a key role in overseeing each aspect of the study.

How much time does the self-study process take? The length of time for the self-study process varies among programs. It depends upon the strengths, areas of need, and the size of the program. The process can take between one and two years.

- 4: Program submits validation fee and materials. The program description is sent to NAECP with request for a validation visit.

NAECP Validation Fee Schedule

Enrollment	Validation Fee
Level 1 — 60 or fewer children	\$300
Level 2 — 61 to 120 children	\$450
Level 3 — 121 to 240 children	\$575
Level 4 — 241 to 360 children	\$700
For each additional 120 children over 360	additional \$50

- 5: NAECP contacts the program administrator to set up the validation visit and to request any additional information if necessary.

- 6: Program receives validation visit from a trained validator(s). The validator verifies whether the information contained in the written program description is an accurate reflection of the day-to-day operation of the program. The length of the visit is determined by the size of the program. Validators do not make decisions regarding accreditation but provide NAECP with information on the accuracy of the program description. The validator submits the program description to NAECP.
- 7: NAECP Commissioners consider program description. A commission comprised of early childhood professionals reviews the program description and makes a decision regarding accreditation.
- 8: Program receives NAECP'S decision. The commission's decision report is sent to the program with *either* a certificate indicating accreditation *or* specific information regarding a decision to defer with recommendations for improvements. Deferred programs may appeal NAECP's decision and/or complete necessary changes and request another validation visit.
- 9: Program maintains accreditation by submitting an annual report reflecting needs assessment, goal setting, and periodic evaluation data related to NAEYC criteria.
- 10: Program renews accreditation every 3 years. To remain accredited, the program conducts a self-study and requests a validation visit that assures continuation of quality.

NAECP ACCREDITATION PROCESS

[illegible]

Child Development Associate Credential

The CDA credential is designed to ensure that caregivers who work with children from birth to age five are appropriately qualified. CDA candidates demonstrate their ability to nurture children's physical, social, emotional and intellectual growth in a child development framework based on a set of competency standards divided into the following goals:

- establish and maintain a safe, healthy learning environment
- advance physical and intellectual competence
- support social and emotional development and provide guidance
- establish positive and productive relationships with families
- ensure a well-run, purposeful program responsive to participant needs
- maintain a commitment to professionalism

To acquire the CDA credential, family child care providers work with an advisor, and their work is observed/verified by a representative of the CDA Council. The *CDA Direct Assessment* method described below is designed for candidates who already have child care work experience in combination with some training in early childhood education, for which candidates must meet eligibility requirements. Family child care providers who do not have experience or who do not meet eligibility requirements should contact the CDA Council (see below) for information on the more in-depth process required for them to achieve the CDA.

The following steps relate to the Direct Assessment process:

- 1: Candidate decides to pursue the CDA credential for family child care.
- 2: Family child care provider initiates contact with the Council for Early Childhood Professional Recognition to request an application on the CDA credential process.

Council for Early Childhood Professional Recognition
2460 16th Street, NW, Suite 400
Washington, DC 20009-3575
Telephone: (800) 424-4310 or (202) 265-9090 or (202) 265-9161

CDA Fee Schedule: Application packet: \$17.75; Direct Assessment fee: \$325. The cost of the formal education hours will vary according to where the training is obtained. Scholarships are available through the Office of Child Care Services for the Direct Assessment fee.

- 3: Potential CDA candidate begins the credentialing process, and

- selects and works with an advisor;
- begins documenting his/her competence in a resource file and through parent questionnaires;
- completes 120 hours of training;
- has formal observation by CDA advisor.

- 4: **CDA candidate submits completed forms and documentation to Council for Professional Recognition**
- 5: **CDA candidate receives information from the Council.** Council sends candidate an assigned date and place for written assessment and oral interview that is conducted by a Council representative.
- 6: **Council reviews documentation and successful candidate receives CDA credential.**
7. **Candidate renews credential.** The renewal fee is \$50.00 with the first renewal three (3) years after receiving the credential and every five (5) years thereafter.

VIII. ADMINISTERING THE GRANT AND DEVELOPING SUBCONTRACTS

Funds for the Community Partnerships for Children program are distributed through grants from the Department of Education to a lead agency. The lead agency is then responsible for overseeing implementation of the Community Partnerships Council's plan. Once proposals have been selected for funding, the contact person will be notified and any budgetary or programmatic changes will be negotiated. The grant will then be processed by the Department. Proposed activities and services may begin upon notification of approval from the Department.

Accountability

The lead agency, subcontractors and the Community Partnerships Council all have roles to ensure that the grant is administered in a way that provides the greatest benefit to children and families. The lead agency is responsible for administering fiscal aspects of the grant by being accountable to the Department of Education and by monitoring subcontractors to ensure that they are adequately carrying out the scope of work described in their subcontract. The lead agency is responsible for ensuring that Council members are fully informed of significant fiscal and programmatic decisions including distribution of copies of the approved grant proposal and budget, and a summary of subcontracts (who, what, how much). Subcontractors are responsible for carrying out the agreed-upon tasks specified in their subcontracts and for providing accurate budgetary and programmatic data to the lead agency and the Council. The Council is responsible for overseeing that the implementation plan approved by the Department of Education is carried out as designed, or for making any required changes.

Amendments

Decisions about how to reallocate funds are the responsibility of the Community Partnerships Council. Programmatic changes or reallocations of grant funds must first be approved by the Council or a subcommittee designated by the Council. A signed amendment form and a revised budget, along with minutes of the Council meeting when the proposed amendments were discussed and approved, is then submitted to the appropriate liaison in Early Learning Services for approval. Final budget amendment requests should be submitted by April 30 to allow sufficient time for funds to be expended and goods and/or services received on or before June 30. Goods or services received after June 30 cannot be charged to the grant. Standard grant amendment forms are available through the Department of Education (see *Grants for Schools: Getting Them and Using Them: A Procedural Manual*).

Subcontracts

Chapter 30B: It is the opinion of the Office of the Inspector General that M.G.L., Chapter 30B (the law that outlines procurement procedures for government agencies) should *not* apply to subcontracts for early care and education services under the Community Partnerships for Children program. If a public school or other public entity is the lead agency, the business manager for the agency and/or city or town should be informed of this opinion. A copy of the

letter from the Inspector General to the Department to this effect may be requested from Early Learning Services. Since it is in the best interest of the local program to develop a collaborative system of early care and education in the community, it is still essential for the lead agency and Council to conduct outreach to agencies and individuals (private child care centers, other agencies and consultants for training and/or comprehensive services) that is fair and inclusive.

Selecting subcontractors: Head Start, public school preschools, center-based child care and preschool programs and family child care providers are all eligible for subcontracts to serve children. All programs that are subject to Office of Child Care Services (OCCS) licensing standards must be licensed and be in substantial compliance with OCCS regulations to be eligible for serving children with grant funds. If there is a question about the status or licensing history of a child care center, private preschool, Head Start program, or family child care provider, the lead agency should contact the regional Office of Child Care Services (see Section III). In addition, the OCCS will automatically send the Department of Education copies of any legal actions OCCS may be taking related to any program providing services to preschool aged children. The Department of Education will then forward the information to the appropriate CPC Council.

There are several approaches for selecting subcontractors, depending on the size and nature of the community. For small communities an open invitation to all providers may be feasible. Negotiations may be conducted in a Council meeting, and subcontractors selected through a consensus process as long as this approach is agreeable to all.

In larger communities, some strategies are:

- Develop a request for proposals (RFP) that is sent to all providers for subcontracts. The RFP should be written in clearly understood language. The RFP might include: 1) a brief overview or purpose of the program; 2) the services being sought; 3) eligibility criteria, selection process and a maximum amount for which programs may apply; 4) information about format of narrative and budget, due date and contact person; 5) provisions/requirements of subcontractors.
- Send an application to providers requesting pertinent information from those who are interested in participating. This is a less formal method of informing and soliciting participants. A cover letter and/or a fact sheet should be included that describes the program, requirements and time lines, etc.

Regardless of the approach selected, it is possible to have various levels of participation. Some providers (Head Start, public school, private centers, family child care) may be ready and able to accept eligible children into their programs immediately. Programs not ready to serve children immediately may get involved by starting the accreditation, CDA or other processes to prepare to accept children in the future, or participate in joint professional development or other activities planned by the Council.

One approach for this type of involvement is the use of subcontracts for materials, professional development, accreditation or CDA costs. This strategy can open up opportunities equitably to providers in the community. A simple RFP can be designed for this purpose. If a center has no interest in being accredited or accepting children through this program, funds for supplies or other purposes should not be granted to that program.

It is critical to the success of these strategies, or any others that are devised, that evaluation and selection criteria be developed by the Council in advance:

Developing subcontracts: After selection processes are completed, the lead agency will develop subcontracts with individuals or providers. All subcontracts funded by the grant must be in writing and be functionally identical to, consistent with and subject to the provisions that are required by the Commonwealth Terms and Conditions for contracts. The Department of Education requires lead agencies to include in all subcontracts a statement about how rates are determined and a clause that spells out how data reporting requirements will be met by the subcontractor. In addition, where applicable, a provider should include a copy of the OCCS license along with his/her signed contract. It is recommended that only the lead agency enter into subcontract agreements funded by the CPC program.

The provisions that must be included in a subcontract funded under the CPC grant program are described on the following pages. You may use the following as a subcontract with the particulars added. Information in brackets [] indicates where additional specific information about your project should be inserted. The following pages may be copied. Also, a copy on disk can be requested from Early Learning Services or you may request it to be sent via E-mail.

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SAMPLE SUBCONTRACT

Cover Page [This should provide space for the **signature** of the authorized officer of each agency agreeing to the subcontract. This page should also include the **maximum dollar amount** of the subcontract and the **effective date and duration** of the subcontract.]

1. **Purpose and Scope of Services** [Insert a statement naming the parties and describing the purpose of the subcontract. Describe the scope of the work to be done and the relationship between the lead agency and the subcontractor. Include any tasks, responsibilities or products pertaining to the work to be done, such as the estimated number of children to be served, commitments to accreditation, training, or any other provision related to participation in the Community Partnerships program. The use of any excess funds generated from parent fees or from any other source should be specified.]
2. **Budget.** [A budget for the work described should be attached to the subcontract. An estimate of revenues from the sliding fee scale should be included, if applicable. There should also be a specific schedule for reporting to the lead agency on actual costs incurred and accomplishments achieved.]

[After completing the sections outlined above, attach the following with [] completed:]

3. **Termination and Suspension.** A subcontract may be terminated if one of the parties fails to complete any term, condition or material obligation of the subcontract [a notice to terminate must be given in writing 7 days prior to the recommended termination date]. A subcontract may also be suspended if an unanticipated emergency condition exists. This is limited to rare and extreme circumstances and further limited to the period of emergency. A subcontract may be terminated or the funding reduced if funding is reduced in the contract or grant received by the lead agency [notice must be given and 14 days notice is recommended]. Neither party will be expected to complete the provisions of the subcontract if they are unable to do so due to causes beyond their control, such as floods, fires, wars, quarantines, strikes, or unusually severe weather ("force majeure").
4. **Obligation in Event of Termination or Suspension.** If a subcontract is terminated or suspended, a timetable for meeting any stated requirements and a description of any allowable activities and approved costs incurred before termination or during suspension period must be included in the notice of termination or suspension.
5. **Payments.** [A payment schedule must be included in the subcontract and regular payments will be delivered on schedule.] The subcontractor shall return any unspent funds to the lead agency no later than 7 days after the termination date of the subcontract. Include a mechanism for the subcontractor to request payments on a defined schedule for the services rendered, i.e., invoices, and for the payments to be processed in a timely manner by the lead agency. [Also specify any documentation that will be required to accompany invoices.] Payments may be withheld for non-performance or unsatisfactory performance upon the provision of notice to the subcontractor.

6. **Records and Audits.** The subcontractor must maintain books, records and other data in such detail as shall properly substantiate receipt of funds from the lead agency and parent fees, if applicable; claims for payment; verification of participant eligibility, and program accomplishments (i.e., program goals achieved) under any funding award. These records must be made available to the lead agency, the Department of Education and its authorized representatives, and representatives of the Office of the State Auditor and the Inspector General at reasonable times and upon reasonable requests. All records must be retained for seven years from the termination date of the subcontract.
7. **Confidentiality.** The lead agency and the subcontractor will comply with all laws and regulations relating to confidentiality and privacy. The lead agency and subcontractor shall at all times recognize the Department's ownership of data related to program operation: including the numbers of children served, ages, whether or not children have an Individualized Educational Plan (IEP), first language of the children, type and duration of services, and income level of families of children served.
8. **Title to Equipment and Furnishings.** The subcontractor must keep a record of the equipment and furnishings purchased under the contract. As long as the equipment and furnishings purchased under this grant or contract are used in programs for young children, the lead agency or subcontractor is not required to return equipment or furnishings purchased with subcontract funds upon completion or termination of a funding award. The Department of Education retains the right to verify that the equipment and furnishings have continued to be used in programs for young children.
9. **Notice.** Any notice under a funding award shall be in writing and shall be deemed delivered when received in person or mailed to either party.
10. **Non-Discrimination in Employment and Affirmative Action.** The subcontractor shall not discriminate against any qualified employee or applicant for employment because of race, color, national origin, ancestry, age, sex, religion, disability, handicap or sexual orientation.
11. **Conflict of Interest and Undue Influence Prohibited.** The subcontractor may not use any funds, programs or services funded under this Agreement or any funding award for any partisan political activity or to further the election or defeat of any candidate for public office.
12. **Assignment.** The subcontractor may not assign or delegate, in whole or in part, or otherwise transfer any liability, responsibility, obligation, duty or rights, including present and prospective claims for money, under a funding award, provided however, that present and prospective claims for money due and owing to the subcontractor from the lead agency hereunder may be assigned to a bank, trust company, or other financial institution insured by the Federal Deposit Insurance Corporation (FDIC) provided the subcontractor provides written notice of the intent to make such assignment prior to the effective date of the assignment and the subcontractor complies with any additional Department requirements for effectuating such assignments.

13. **Subcontracting.** Subcontractors may not subcontract with other agencies for services they are committed to provide without the consent of the lead agency.
14. **Forum and Choice of Law.** The laws of the Commonwealth of Massachusetts shall govern this Agreement, any funding award, award attachments, and any performance herein, and all actions arising therein, shall be brought and maintained in a state or federal district court of competent jurisdiction within the Commonwealth which shall have exclusive jurisdiction thereof. This paragraph shall not be construed to limit any other legal or equitable rights of the parties.
15. **Indemnification.** Unless otherwise exempted by law, the subcontractor shall indemnify and hold harmless the lead agency against any and all liability, loss, damages, penalties, costs or expenses for personal injury or damage to real or tangible personal property which the lead agency may sustain, incur or be required to pay, resulting from, arising out of, or in connection with any services or activities performed under this Agreement or any funding award by reason of acts, inactions, omissions, negligence, reckless or intentional misconduct of the subcontractor provided that the subcontractor is notified by the lead agency of any claim within a reasonable time after the lead agency becomes aware of it, the subcontractor is afforded an opportunity to participate in the defense of such claim and any negotiated settlement agreement or final judgement. If applicable, indemnification by or for the subcontractors shall be determined in accordance with the provisions of M.G.L. c. 258.
16. **Waivers.** Forbearance or indulgence in any form or manner by a party shall not be construed as a waiver, not in any way limit the legal or equitable remedies available to that party. No waiver by either party of any default or breach shall constitute a waiver of any subsequent default or breach.
17. **Amendments.** An amendment to a funding award shall not be effective unless it is executed by authorized representatives of both parties in accordance with all applicable laws, regulations and procedures and filed with the original funding award at the Office of the Comptroller.
18. **Severability, Headings and Interpretation, Integration.** All subcontracts by the parties must be in writing and consistent with the Commonwealth of Massachusetts Standard Contract and in compliance with the agreement between the lead agency and the Department of Education. If any conflict arises, the provisions of the agreement between the Department and the lead agency takes precedence.
19. **Execution and Certifications Required of Subcontractors.**
 - a. Employment Security Contribution and Workers' Compensation Insurance. The subcontractor has complied and shall continue to comply with all laws of the Commonwealth relating to contributions and payments in lieu of the contributions to the Employment Security System, and relating to compulsory workers' compensation insurance covering all employees of the subcontractor.

- b. Provision of Child Care. If the subcontractor has 50 or more full-time employees, it is required to establish a dependent care assistance program, a child care tuition assistance, or on-site or near-site child care placements, or is an "exempt employer". A subcontractor shall be considered an exempt employer if the subcontractor receives a funding award or other financial assistance from the Commonwealth that qualifies as a "grant-in-aid".
- c. Debarment. The subcontractor certifies that it is not currently debarred or suspended by the Commonwealth of Massachusetts, or the federal government under any Commonwealth or federal law or regulation.
- d. Internal Revenue Service (IRS). The IRS requires Form W9 to be completed by all self-employed individuals and retained by the subcontractor, e.g., independent family child care provider. The IRS requires that Form 1099 must be issued to any self-employed individual who is paid \$600 or more in a calendar year. Forms can be downloaded from the IRS web site (www.irs.ustreas.gov).

REFERENCES

Some of the information in this technical assistance packet was based on and adapted from the following resources:

Children's Defense Fund (1994). Helping Children By Strengthening Families. Washington, DC.

Hazel, Robin; Patricia A. Barber; Sally Roberts; Shirley K. Behr; Edwin Helmstetter & Doug Guess (1988). A Community Approach to an Integrated Service System for Children with Special Needs. Baltimore. Paul H. Brookes Publishers. #1: "Getting Started," 1988.

"Integrating Education, Health and Human Services for Children Youth and Families" a report of an initiative of 50 national organizations (date unknown).

Kadel, Stephanie (1993). Interagency Collaboration: Improving the Delivery of Services to Children and Families. SouthEastern Regional Vision for Education (SERVE).

Kirby, Douglas (1989). Research Methods for Assessing and Evaluating School-Based Clinics. Chapter III, "Conducting Needs Assessments," p.7.

Massachusetts Department of Education (1997). Grants for Schools: Getting Them and Using Them: A Procedural Manual.

Massachusetts Department of Education (1994). School Councils - Needs Assessment: Process and Practices. This document contains sample survey response formats, interviews, phone interviews, open forums, etc.

Massachusetts Office for Children (1996). School Age Care Technical Assistance Papers.

National Association for the Education of Young Children (1996). Guide to Accreditation by the National Academy of Early Childhood Programs. Rev. ed. Washington, DC: NAEYC.

Putnam-Franklin, Sandra (1992). Working Together. Massachusetts Early Childhood Advisory Council, Massachusetts Department of Education.

Quincy Community Action Program: 1993 Community Partnerships Family Needs Assessment, Quincy, MA.

Samuels, B., Ahsan, N., & Garcia, J. (1995). Know Your Community: A Step-by-Step Guide to Community Needs and Resources Assessment. Chicago: Family Resource Coalition.

Swan, William and Morgan, Janet (1993). Collaborating for Comprehensive Services for Young Children and Their Families. Baltimore: Paul H. Brookes Publishing.

Tufts, University/Quality Enhancement Project (January, 1997) Collaboration: A Key to Success for Community Partnerships for Children, QEP Technical Assistance Tips #2.

Additional Resources on Collaboration and Community Planning

Coalition Building Tips: "Coalitions and Lead Agencies: Bridging the Gap," "Healthy Schools, Healthy Communities: The ABC's of Building a Partnership," "Principles of Success," "The Care and Feeding of Coalition Leaders," "What Coalitions are Not," "Coalition Barriers and How to Overcome Them (or Help! I'm trapped in a coalition and can't get out)," "Coalition Barriers and How to Overcome Them: Part II." A series of short papers by AHEC/Community Partners, Amherst, MA. Call 413-253-4283 or write AHEC, 24 S. Prospect St., Amherst, MA 01002.

Community Mobilization: Strategies to Support Young Children and Their Families, by Amy Laura Dombro, Nina Sazer O'Donnell, Ellen Galinsky, Sarah Gilkeson Melcher and Abby Farber. Families and Work Institute, New York, NY. Call 212-465-2044. Copies are \$22.00.

Technical Assistance Tips: "Continuous Improvement, Collaboration and Engaging Families, Technical Assistance Tip #1, #2 and #3, by the Quality Enhancement Project, Tufts University, Medford, MA. Order from Early Learning Services at the Department of Education. Call 781-388-3300, ext. 357. Free.

Years of Promise: A Comprehensive Learning Strategy for America's Children, Carnegie Task Force on Learning in the Primary Grades, Carnegie Corporation, New York, NY. Call 212-207-6285 or write Carnegie Corp., P.O. Box 753, Waldorf, MD 20604, to order. Copies are \$10.

APPENDIX A: LEGISLATION

M.G.L. Chapter 15, Section 54

The following is the text of the enabling legislation for the Community Partnerships for Children program:

Section 54: (a) The board may contract with school districts, head start agencies, and other child care providers to provide early care and education opportunities to three-year-old and four-year-old children of working parents. Pursuant to this section, the department shall seek to increase the availability of early care and education services and to encourage all local providers of such services to work together to create an array of options allowing families to select programs that fit with their schedules. Not less than one-third of the total slots funded shall provide full-day, full-year care that meets the needs of parents who work full-time. All slots funded pursuant to this section shall be in addition to existing services and shall be responsive to the needs of working parents.

(b) The board may establish standards for pre-kindergarten programs delivering services pursuant to this section, and said standards shall meet or exceed the existing standards of the office for children for programs which serve three- and four-year-old children in whole and half-day programs. The board shall collaborate with the Office for Children, the Massachusetts Association of Day Care Agencies, Parents United for Child Care, the Young Men's Christian Association of Massachusetts, the Massachusetts Independent Child Care Organization, and Head Start to develop, for said programs, a common set of standards and licensing procedures built around the National Academy of Early Childhood Programs accreditation process; provided that said procedures may include regulations regarding physical facilities and equipment that shall be the minimum standards for said programs notwithstanding stricter provisions of the existing regulations promulgated by the office for children.

(c) There shall be not more than one proposal submitted for each town. The proposal shall be developed by a community partnerships council comprised of a principal, three individuals who provide early care and education to young children, two parents of young children, a member of the local resource and referral agency, a representative of the local head start agency, a representative of private providers of child care, and others with experience in the care and education of young children. The council shall select a lead agency, which may be a school district, a head start agency, or a licensed child care agency. Council members shall be broadly representative of the racial and ethnic diversity of the community. The council shall develop a proposal which the lead agency shall submit to the department. Each member of the council may include comments in the final proposal submitted to the department.

(d) The lead agency may subcontract with other public and private agencies to provide services; provided that any teacher employed by a contracting school district in pre-kindergarten and kindergarten is not displaced as a result of such contract.

(e) Proposals shall describe how the services provided will meet the needs of working parents in the local community. Proposals should include a mix of programs: full-day, full-year programs to meet the needs of parents who work full time; part-day programs operating during different parts of the day to serve parents with various work schedules; and other options the local council determines will allow the system to best serve the needs of parents and children. Community partnerships councils are encouraged to develop collaborative programs that coordinate services from various providers whenever such coordination can facilitate the efficient provision of early care and education services. Community partnerships councils are further encouraged to develop proposals that include linkages to other human services agencies and which seek to combine a number of funding sources. Other agencies and programs may include, but not be limited to, state and federal nutrition programs and public health programs.

(f) All funds provided pursuant to this section shall provide services to children of working parents. For purposes of this section, "children of working parents" shall include any child of a two-parent family in which both parents work either full-time or part-time, and any child of a single parent family in which the parent works either full-time or part-time; provided, however, that a child of working parents admitted to a program shall be allowed to remain in that program for the remainder of the year regardless of whether said child's parents continue to be working parents.

(g) Funds provided pursuant to this section shall not be used to provide services to those eligible for child-care services provided by the department of transitional assistance; provided, however, that local councils shall seek to coordinate programs funded by this section with services funded or operated by the department of transitional assistance and other sources, including Head Start, Title I of the elementary and secondary education act, the department of social services, special education departments of local schools, and full-fee-paying parents. The department shall work in conjunction with the department of transitional assistance to obtain federal reimbursement pursuant to title IV-A of the Social Security Act for all participants in publicly funded early care and education programs who are eligible for such reimbursement. The department, in cooperation with the executive office of human services, shall assure that early care and education services are no less available in the aggregate to the children of disabled parents than they are to the children of non-disabled parents.

(h) Families with incomes below the statewide median income level shall be given priority for all services provided pursuant to this section. Families receiving services pursuant to this section shall make payments in accordance with the sliding fee scale promulgated by the executive office of human services, without regard for the eligibility standards established by said executive office.

(i) Proposals pursuant to this section shall include the following: a statement of need; a description of unmet needs and existing resources; program objectives and implementation plan; evaluation components; contractual agreements with other services providers; and linkages and funding arrangements with other public and private agencies. All programs providing services pursuant to this section shall seek accreditation from the National Academy of Early Childhood Programs. Proposals that include costs for training shall describe the type of training to be provided and an explanation of how that training will improve the services provided.

(j) The board shall establish an early childhood office which shall have the following functions with respect to programs that are operated by school districts, excluding any subcontractors that are not school districts: developing program standards for early childhood programs, and teacher certification standards for those early childhood teachers who are required to receive such certification. The office may also provide technical assistance to other providers to early care and education services under this section and administer the program established by this section.

(k) The board shall appoint a state advisory council on early care and education. Members of the advisory council may include, but not limited to, teachers, parents, representatives of state human service agencies, private providers of child care, higher education, business, labor, and government. Council members shall be broadly representative of the racial and ethnic diversity of the commonwealth. The advisory council shall conduct a comprehensive study of future trends in early care and education, including the provision of services for children from birth to age three, and shall examine all early care and education services provided by the state to evaluate which populations have the greatest need for services, to what degree those populations are served by the program created by this section as well as by other existing services, and shall develop strategies for serving all unserved segments of the population. The council shall report its findings to the board not later than January first of each odd-numbered year. In addition, the advisory council shall review early care and education evaluations, certifications and program standards, and make recommendations to the board on needed program changes. The board shall report on the progress of the early care and education program and make recommendations to the general court by filing the same with the clerks of the house of representatives and of the senate on or before June thirtieth of each year.

APPENDIX B: DEFINITIONS

The term children of working parents is defined as "... any child of a two-parent family in which both parents work either full-time or part-time, and any child of a single-parent family in which the parent works either full-time or part-time; provided, however, that a child of working parents admitted to a program shall be allowed to remain in that program for the remainder of the year regardless of whether said child's parents continue to be working parents." (M.G.L. Chapter 15, Section 54). For the purpose of this program, the highest priority is to provide services to working parents with incomes below the state median income adjusted for family size. Guardians, grandparents, and surrogate caregivers are included in this definition in addition to biological mothers and fathers. For purposes of eligibility, a parent with a disability should be considered as equivalent to a working parent. Enrollment in a school or training program does not fulfill the requirement of either full- or part-time employment. It is expected that Community Partnerships Councils will coordinate services funded under this program with services funded by the Office of Child Care Services, Head Start, Title I, and full-fee paying parents.

The term Community Partnerships for Children implies that responsibility for the care and education of young children extends beyond the immediate family and beyond any one agency. The providers of early childhood programs and related family services and the available resources differ from community to community. The program name is intended to convey an expectation that a coalition of programs, service agencies, businesses and families in a community or group of communities will work collaboratively to assist families in the care and education of their young children.

The term comprehensive services is defined as, but not limited to, services including health, social and nutritional services components; supportive language services; family education and literacy, and family involvement activities.

Full-day program: a program in which a child is enrolled for more than 5 hours a day.

Full-time employment is defined as at least 25 hours per week. Part-time employment is defined as under 25 hours per week. There is no specific number of hours that parent(s) must be working.

The term high quality in early childhood programs is defined by the National Association for the Education of Young Children's *Developmentally Appropriate Practices for Early Childhood Programs* (Rev., 1997) as a program that "... provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families." High quality programs integrate children of diverse abilities and needs, cultural and linguistic backgrounds, and economic circumstances and provide or coordinate with other child and family-related services. High quality programs enhance the language development of children. For children whose first language is other than English, methods of supporting continued development of the first language is appropriate.

Integration/inclusion and diversity in an early care and education program indicates that the program serves a diverse group of children together while addressing individual needs. No specific number or ratio is prescribed here. However, it is expected that programs will include children with Chapter 766 Individualized Educational Plans (IEPs) and children from diverse socioeconomic backgrounds. In a public school classroom including children on IEPs, no more than 49% of the children can be on IEPs in accordance with Chapter 766 502.8(c). Programs that do not currently serve children with disabilities must be willing and prepared to do so.

The lead agency is responsible for fiscal administration of the approved implementation plan for early care and education developed by the Community Partnerships Council. The lead agency is expected to participate on the council in decision- and policy-making. A lead agency may be:

- a school district;
- a Head Start agency; or
- a child care agency licensed by the Office of Child Care Services.

Only in communities that do not have an existing lead agency can a lead agency be designated from one of three possible lead agencies listed above. All communities that had one lead agency in FY'95 must use that lead agency for this funding unless that agency agrees in writing to transfer to a different lead agency. For programs funded in FY'96 and '97, the most recent lead agency funded is the lead agency expected to submit a proposal for expansion. If a proposal that encompasses more than one town is funded and there is more than one lead agency in this group of communities, the Community Partnerships Council(s) will be responsible for selecting *one* of these lead agencies to administer funds in these communities in the following fiscal year.

A parent representative, for the purpose of participation on Community Partnerships Councils, is any biological, adoptive or foster parent, or a grandparent or other relative who is involved on a daily or weekly basis with the child either through custody or ongoing child care **and** who serves on the Council purely in their role as a parent, not as a provider of child or family services. A professional who is a parent, but whose role on the Council is to represent a service provider or another organization, should not be counted as a parent representative. For example, an early intervention specialist who also happens to be the mother of a two year old could not fulfill the role of being one of the parent representatives.

A part-day program designates that a child attends the program for less than 5 hours per day. For purposes of determining a parent's sliding fee scale payment, a part-day program can be either up to three hours a day or three hours up to five hours a day.

The term preschool-age 3 and 4 year old children includes children from age 2 years, 9 months (the Office of Child Care Services definition for the preschool age group) and children who are 5 years old but are not kindergarten-eligible according to the kindergarten entry age of the community in which they reside. Preschool should be considered to be the two years

prior to the kindergarten year and eligibility ages should be calculated accordingly. The third or fifth birthdays should not be used as literal cutoff points for participation in this program.

A summer program is one that is either licensed by the Office of Child Care Services or is operated by public schools and meets Department of Education Preschool Standards. Summer camps licensed by local boards of health are not eligible to receive funding for CPC placements.

A wrap-around program is one in which additional early care and education services are provided to supplement a program that is not full- day or full- year. Examples of such programs include provision of a summer program or a program that extends a part-day program to a full- day program.

